

School Plan

JESSIEVILLE MIDDLE SCHOOL
PO Box 4, Jessierville, AR 71949

Arkansas Comprehensive School Improvement Plan

2013-2014

The mission of Jessierville Middle School is built on a tradition of character and commitment. Jessierville Middle School endeavors to empower students to become fulfilled, life-long learners making positive contributions to society as faculty and staff model and expect excellence in academic, physical, artistic, emotional, and social skills.

Grade Span: 6-8

Title I: Title I Targeted Assistance

School Improvement: MS

Table of Contents

Priority 1: To Improve Literacy

Goal: Students will improve skills in language mechanics, expression, and reading.

Priority 2: Improve Math

Goal: It is our goal for all students to improve multi-step problem solving, test taking skills, and ability to respond to open-ended questions.

Priority 3: Student Wellness

Goal: The Jessierville School District is committed to promoting a school environment that addresses children's health, well-being and their ability to learn by enlisting the support of staff, parents, community and other organizations.

Priority 4: Parental Involvement

Goal: Increase Parental Involvement

Priority 1: Priority 1: To Improve Literacy Goal: Students will improve skills in language mechanics, expression, and reading.

1. Grade 6 Augmented Benchmark Exams: LITERACY ALL STUDENTS: In 2013, 61% scored proficient or advanced. In 2012, 78% scored proficient or advanced. In 2011, 76% scored proficient or advanced. The lowest identified area revealed weaknesses in writing multiple choice and writing for content and style. TARGETED ACHIEVEMENT GAP GROUP (TAGG): In 2012, 77.27% scored proficient or advanced. It was expected to be 78.48%. STUDENTS WITH DISABILITIES (IEP): In 2013, 0% scored proficient or advanced. In 2012, 10% scored proficient or advanced. In 2011, 0% scored proficient or advanced. ECONOMICALLY DISADVANTAGED LEARNERS (ESD) In 2013, 54% scored proficient or advanced. In 2012, 71% scored proficient or advanced. In 2011, 74% scored proficient or advanced. CAUCASIAN In 2013, 62% scored proficient or advanced. In 2012, 77% scored proficient or advanced. In 2011, 73% scored proficient or advanced. AFRICAN AMERICANS IN 2012, 100% scored proficient or advanced. IN 2011, 100% scored proficient or advanced. HISPANIC In 2013, 60% scored proficient or advanced. In 2012, 100% scored proficient or advanced. In 2011, 100% scored proficient or advanced. Grade 7 Augmented Benchmark Exams: LITERACY ALL STUDENTS: In 2013, 82% scored proficient or advanced. In 2012, 92% scored proficient or advanced. In 2011, 76% scored proficient or advanced. The lowest identified area revealed weaknesses in writing multiple choice and open response for reading practical passages. TARGETED ACHIEVEMENT GAP GROUP (TAGG): In 2012, 77.27% scored proficient or advanced. It was expected to be 78.48%. STUDENTS WITH DISABILITIES (IEP): In 2013, 10% scored proficient or advanced. In 2012, 20% scored proficient or advanced. In 2011, 17% scored proficient or advanced. ECONOMICALLY DISADVANTAGED LEARNERS (ESD) In 2013, 84% scored proficient or advanced. In 2012, 88% scored proficient or advanced. In 2011, 70% scored proficient or advanced. CAUCASIAN In 2013, 81% scored proficient or advanced. In 2012, 90% scored proficient or advanced. In 2011, 76% scored proficient or advanced. AFRICAN AMERICANS IN 2013, 100% scored proficient or advanced. IN 2012, 100% scored proficient or advanced. IN 2011, 100% scored proficient or advanced. HISPANIC In 2013, 80% scored proficient or advanced. In 2012, 100% scored proficient or advanced. In 2011, 100% scored proficient or advanced. Grade 8 Augmented Benchmark Exams: LITERACY ALL STUDENTS: In 2013, 80% scored proficient or advanced. In 2012, 86% scored proficient or advanced. In 2011, 88% scored proficient or advanced. The lowest identified area revealed a weakness in writing multiple choice reading open response for practical passages. TARGETED ACHIEVEMENT GAP GROUP (TAGG): In 2012, 77.27% scored proficient or advanced. It was expected to be 78.48%. STUDENTS WITH DISABILITIES (IEP): In 2013, 25% scored proficient or advanced. In 2012, 14% scored proficient or advanced. In 2011, 25% scored proficient or advanced. ECONOMICALLY DISADVANTAGED LEARNERS (ESD) In 2013, 75% scored proficient or advanced. In 2012, 81% scored proficient or advanced. In 2011, 88% scored proficient or advanced. CAUCASIAN In 2013, 80% scored proficient or advanced. In 2012, 87% scored proficient or advanced. In 2011, 89%

Supporting
Data:

scored proficient or advanced. AFRICAN AMERICANS IN 2013, 50% scored proficient or advanced. IN 2011, 100% scored proficient or advanced. HISPANIC In 2013, 80% scored proficient or advanced. In 2012, 100% scored proficient or advanced. In 2011, 100% scored proficient or advanced.

- 2.
- 3.

Goal Students will improve skills in language mechanics, expression, and reading.

Benchmark To meet the Arkansas Department of Education's annual measurable outcome for 2013-2014, we will meet the 80% proficiency level for grades 6-8 tested, and decrease by 10% the number of students scoring below proficiency on the Primary Benchmark Exam.

Benchmark

| Intervention: 1. Implement programs, strategies, and activities for literacy. | | | | |
|---|---|--------------------------------------|---|--|
| Scientific Based Research: International Reading Association, Apprenticeship in Literacy. York, ME: Stenhouse | | | | |
| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| Teachers will incorporate differentiated instruction strategies, appropriate tools and support across the curriculum, in order to provide alternative ways for students (with and without disabilities) to receive information and express their knowledge and to ensure students are placed in their least restrictive environment. Professional development will be provided by a special supervisor as needed. Action Type: Equity Action Type: Professional Development Action Type: Special Education | Stephanie Dixon/Special Ed Michael Carey/ Teacher | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers | Title I - Purchased \$8780.00 Services: ACTION BUDGET: \$8780 |
| Continue to implement training for staff in Accelerated Reader program. Action Type: Professional Development | Beth Stone/Librarian | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers | ACTION BUDGET: \$ |
| Title I funds will be used to continue to provide updated fiction and non-fiction books for students' home use to increase student participation in independent reading and to increase parental involvement in their child(ren)'s education. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement | Beth Stone/Librarian | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers | Title I - Materials & Supplies: \$1499.30 ACTION BUDGET: \$1499.3 |
| Establish a pre-referral team to determine appropriate pre-intervention modifications for at-risk students. Classroom teachers will receive a pre-referral packet with strategies that will assist students who are having academic difficulties. The team will provide in-service regarding how to implement the pre-referral strategies. Action Type: Collaboration Action Type: Professional Development Action Type: Special Education | Lisa Clanton/Special Education Supervisor | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers | ACTION BUDGET: \$ |
| Set up and implement peer tutoring using students who have shown mastery of content comprehension of material. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement | Jody Kidwell/Tutor Center Coordinator | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> • District Staff • Teachers • Teaching Aids | ACTION BUDGET: \$ |
| Maintain current classroom sets of the Direct Instruction remedial reading program. | Stephanie Dixon/Special Education | Start: 07/01/2013 End: | | ACTION BUDGET: \$ |

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|---|--|--|--|--|
| Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement | | 06/30/2014 | | |
| Teacher and administrators will attend common planning time implemented by the district to create open-ended response questions and to improve student's responses. Action Type: Collaboration Action Type: Professional Development | Bob Pymn/Principal Gaye Johnson/Teacher | Start: 07/01/2013 End: 06/29/2014 | <ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers | ACTION BUDGET: \$ |
| Identified targeted 6-8 grade students (based on Benchmark scores and NWEA MAP assessments) will receive an extra 9 weeks of instruction in literacy through a writer's workshop course using a program, MY ACCESS. Title I FUNDS will be used to purchase student subscriptions for the MY ACCESS program. Teacher training will occur during Wednesday afternoon common planning time where teachers can learn how to assign work and use features of the program to assess student work. Action Type: Alignment Action Type: Equity | Jennifer Lyle/Counselor Jordan Graves/Teacher | Start: 07/01/2013 End: 06/29/2014 | <ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Performance Assessments • Teachers | Title I - Purchased \$3300.00 Services: ACTION BUDGET: \$3300 |
| Teachers will review released test items on a yearly basis; incorporate appropriate writing prompts and skills; and prepare for inclusion in the classroom as varied, timely, comprehensive, and rigorous student writing assignments. Released item rubric criteria will be applied by both students and teachers; peer review and faculty analysis by discipline will result in targeted area of individualized improvement. Writing elements, electronic portfolio items, and reflections will be documentation and revision resources. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity | Bob Pymn/Principal Jordan Graves/Teacher | Start: 07/01/2013 End: 06/29/2014 | <ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers | ACTION BUDGET: \$ |
| Total Budget: | | | | \$13579.3 |

Intervention: Curriculum Alignment to Common Core State Standards to insure student equity in the classroom within the district and other schools throughout the state.

Scientific Based Research: Scientific Based Research: Hale, J. A. (2008). A guide to curriculum mapping: Planning, implementing, and sustaining the process. Thousand Oaks, CA: Corwin Press.

| Actions | Person Responsible | Timeline | Resources | Source of Funds |
|---|---|--|--|-------------------|
| Identify students performing below proficient who will be eligible for tutoring services by qualified community volunteers using the benchmark criteria and teacher referrals. Action Type: Collaboration Action Type: Equity | Jody Kidwell/Volunteer Coordinator | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers | ACTION BUDGET: \$ |
| Score student responses to open-ended questions and evaluate the effectiveness of the instruction to adjust instruction strategies quarterly using rubrics. Action Type: Alignment Action Type: Equity | Bob Pymn/Principal | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> • Teachers | ACTION BUDGET: \$ |
| English department teachers and administration will analyze current curriculum implementation and coordinate a curriculum alignment committee between education levels. | Jordan Graves/Teacher Amber Essner/Teacher | Start: 07/01/2013 End: 06/29/2014 | <ul style="list-style-type: none"> • Administrative Staff • Teachers | ACTION BUDGET: \$ |

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|---|---|--------------------------------------|--|--|
| Action Type: Alignment Action Type: Collaboration | | | | |
| Teachers will work with pacing guides and will align core texts/textbooks with them. Gaps will be identified and addressed. Training will be provided to the teachers in aligning curriculum as needed. Action Type: Alignment Action Type: Collaboration | Jordan Graves/Teacher Amber Essner/Teacher | Start: 07/01/2013 End: 06/29/2014 | | Title I - Materials \$4000.00 & Supplies: <hr/> ACTION BUDGET: \$4000 |
| Representative from grade levels 6-8 will review and update grade level 6-8 curriculum alignment in reading, language arts, spelling and writing. Action Type: Alignment Action Type: Collaboration | Amber Essner/Teacher Jordan Graves/Teacher | Start: 07/01/2013 End: 06/29/2014 | <ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers | <hr/> ACTION BUDGET: \$ |
| Total Budget: | | | | \$4000 |

Intervention: Improve reading and writing skills using technology.

Scientific Based Research: National Center for Technology Innovation and Center for Implementing Technology in Education. (2010). Captioned media: Literacy support for diverse learners. Reading Rockets Website. Retrieved December 24, 2010 from <http://www.readingrockets.org/article/35793>. Salinger, T., Moorthy, S., Toplitz, M., Jones, W., & Rosenthal, E. (2010). Implementation matters: Systems for success. A descriptive study of READ 180 in urban middle schools. Washington, DC: American Institutes for Research.

| Actions | Person Responsible | Timeline | Resources | Source of Funds |
|--|---|--------------------------------------|--|--|
| Teachers will incorporate differentiated instructional strategies, appropriate technology tools and supports, across the curriculum, in order to provide alternative ways for students (with and without disabilities) to receive information and express their knowledge and to ensure students are placed in the Least Restrictive Environment. Grade level representatives will be sent to technology coaching/training in order to come back and provide summer professional development to staff on current technology classroom resources. Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion | Stephanie Dixon/ Special Education Lisa Clanton/ Special Education Coordinator | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers | <hr/> ACTION BUDGET: \$ |
| Evaluate the effectiveness of technology instruction and adjust the curriculum as necessary using survey results and student performance assessments. Action Type: Collaboration Action Type: Program Evaluation | Bob Pymn/ Principal Cara Bliss/ Teacher | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> • Administrative Staff • Computers • Teachers | <hr/> ACTION BUDGET: \$ |
| There is a school-wide curriculum emphasis on research of a particular thematic unit in grades 6-8 using technology. NSLA funds will be used as a lease-purchase agreement for 200 iPads at a cost of \$244.23 per year for 3 years. The lease-purchase agreement is with Apple Equity. Title VI State funds will be used like Title I funds to purchase 200 iPad covers at \$60 for identified targeted middle school students to be used for digital learning. Action Type: Collaboration Action Type: Technology Inclusion | Bob Pymn/Principal | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> • Administrative Staff • Teachers | Title VI State - Materials \$11921.66 & Supplies: NSLA (State-281) - \$48846.32 Purchased Services: <hr/> ACTION BUDGET: \$60767.98 |
| Continue to implement Accelerated Reading to be monitored by classroom teachers and librarian. | Beth Stone/Librarian | Start: 07/01/2013 End: | <ul style="list-style-type: none"> • Computers • School Library | <hr/> ACTION BUDGET: \$ |

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|---|--|------------|------------|------------|
| Action Type: Alignment Action Type: Equity | | 06/30/2014 | • Teachers | |
| Total Budget: | | | | \$60767.98 |

Priority 2: It is our goal for all students to improve multi-step problem solving, test taking skills, and ability to respond to open-ended questions.

- Grade 6 Augmented Benchmark Exams: MATHEMATICS ALL STUDENTS: In 2013, 70% scored proficient or advanced. In 2012, 85% scored proficient or advanced. In 2011, 81% scored proficient or advanced. The lowest identified area based on the three year trend analysis in the five mathematics strands revealed a weakness in open response. TARGETED ACHIEVEMENT GAP GROUP (TAGG): In 2012, 77.27% scored proficient or advanced. It was expected to be 78.48%. STUDENTS WITH DISABILITIES (IEP): In 2013, 29% scored proficient or advanced. In 2012, 40% scored proficient or advanced. In 2011, 33% scored proficient or advanced. ECONOMICALLY DISADVANTAGED LEARNERS (ESD) In 2013, 53% scored proficient or advanced. In 2012, 87% scored proficient or advanced. In 2011, 76% scored proficient or advanced. CAUCASIAN In 2013, 67% scored proficient or advanced. In 2012, 84% scored proficient or advanced. In 2011, 79% scored proficient or advanced. AFRICAN AMERICANS IN 2012, 100% scored proficient or advanced. IN 2011, 100% scored proficient or advanced. HISPANIC In 2013, 80% scored proficient or advanced. In 2012, 100% scored proficient or advanced. In 2011, 100% scored proficient or advanced. GRADE 7 AUGMENTED BENCHMARK EXAMS: MATHEMATICS ALL STUDENTS: In 2013, 83% scored proficient or advanced. In 2012, 88% scored proficient or advanced. In 2011, 76% scored proficient or advanced. The lowest identified area based on the three year trend analysis in the five mathematics strands revealed a weakness in open response and measurement multiple choice. TARGETED ACHIEVEMENT GAP GROUP (TAGG): In 2012, 77.27% scored proficient or advanced. It was expected to be 78.48%. STUDENTS WITH DISABILITIES (IEP): In 2013, 30% scored proficient or advanced. In 2012, 0% scored proficient or advanced. In 2011, 0% scored proficient or advanced. ECONOMICALLY DISADVANTAGED LEARNERS (ESD) In 2013, 84% scored proficient or advanced. In 2012, 84% scored proficient or advanced. In 2011, 71% scored proficient or advanced. CAUCASIAN In 2013, 83% scored proficient or advanced. In 2012, 87% scored proficient or advanced. In 2011, 77% scored proficient or advanced. AFRICAN AMERICANS IN 2013, 100% scored proficient or advanced. IN 2012, 100% scored proficient or advanced. HISPANIC In 2013, 60% scored proficient or advanced. In 2012, 100% scored proficient or advanced. In 2011, 100% scored proficient or advanced. GRADE 8 AUGMENTED BENCHMARK EXAMS: MATHEMATICS ALL STUDENTS: In 2013, 63% scored proficient or advanced. In 2012, 75% scored proficient or advanced. In 2011, 76% scored proficient or advanced. The lowest identified area based on the three year trend analysis in the five mathematics strands revealed a weakness in open response, and multiple choice for geometry and measurement. TARGETED ACHIEVEMENT GAP GROUP (TAGG): In 2012, 77.27% scored proficient or advanced. It was expected to be 78.48%. STUDENTS WITH DISABILITIES (IEP): In 2013, 0% scored proficient or advanced. In 2012, 0% scored proficient or advanced. In 2011, 0% scored proficient or advanced. ECONOMICALLY DISADVANTAGED LEARNERS (ESD) In 2013, 59% scored proficient or advanced. In 2012, 69% scored proficient or advanced. In 2011, 72% scored proficient or advanced. CAUCASIAN In 2013, 68% scored proficient or advanced. In 2012, 74% scored proficient or advanced. In 2011, 76% scored proficient or advanced. AFRICAN AMERICANS IN 2013, 50% scored proficient or advanced. IN 2011, 100% scored proficient or advanced. HISPANIC In 2013, 50% scored proficient or advanced. In 2012, 100% scored proficient or advanced. In 2011, 0% scored proficient or advanced.
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Supporting Data:

Goal It is our goal for all students to improve multi-step problem solving, test taking skills, and ability to respond to open-ended questions.

Benchmark To meet the Arkansas Department of Education's annual measurable outcome for 2013-2014, we will meet the 80% proficiency level for grades 6-8 tested, and decrease by 10% the number of students scoring below proficiency on the Primary Benchmark Exam.

| Intervention: Improve mathematical instruction with emphasis on open-response questions and multi-step problem solving. | | | | |
|---|--------------------|--|--|--|
| Scientific Based Research: Mikusa, Michael. (1992). Problem Solving is More Than Solving Problems. Lee, Hea-Jim. (1999-2000). Resources for Teaching and Learning About Probability and Statistics. | | | | |
| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| Provide professional development after school to improve instruction of open-response Title I funds will be used to provide professional development. These funds will only be used to pay for professional development activities that are over and above the required 60 hours. | Bob Pymn | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> District Staff Outside Consultants Performance Assessments | Title I - Purchased \$3000.00 Services: ACTION BUDGET: \$3000 |

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|--|---|--|--|-------------------|
| Action Type: Equity Action Type: Professional Development | | | | |
| Math teachers will meet to review NWEA Results and collaborate to plan lessons to address weaknesses Action Type: Professional Development | Melissa Redden/Teacher Marc Bremer | Start: 07/01/2013 End: 06/30/2014 | | ACTION BUDGET: \$ |
| All 6th, 7th, and 8th grade students will receive an extra 9 weeks of instruction in AR math lab. Math lab will be integrated into the regular classroom. Action Type: AIP/IRI | Nick Shurflett | Start: 07/01/2013 End: 06/30/2014 | | ACTION BUDGET: \$ |
| Evaluate and analyze the effectiveness of our curriculum through the use of student portfolios and/or writing samples, and modifying math instruction and/or curriculum as needed including the Life Skills Classroom Action Type: Alignment Action Type: Collaboration Action Type: Professional Development | Melissa Redden/Teacher Marc Bremer/Teacher | Start: 07/01/2013 End: 06/30/2014 | | ACTION BUDGET: \$ |
| Monitor the effectiveness of the remediation by tracking Benchmark scores and NWEA scores of identified students. Action Type: Program Evaluation | Melissa Redden/Teacher Marc Bremer/ Teacher | Start: 07/01/2013 End: 06/30/2014 | | ACTION BUDGET: \$ |
| Total Budget: | | | | \$3000 |

| Intervention: Improve math instruction through the implementation of computer based technology. | | | | |
|--|---|--|--|-------------------|
| Scientific Based Research: National Center for Technology Innovation and Center for Implementing Technology in Education. (2010). | | | | |
| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| The Math Department shall investigate the latest developments in technology and make recommendations for purchase and implementation. Action Type: Collaboration Action Type: Technology Inclusion Action Type: Collaboration Action Type: Technology Inclusion | Marc Bremer/teacher Melissa Redden/Teacher | Start: 07/01/2013 End: 06/30/2014 | | ACTION BUDGET: \$ |
| Continue to utilize Accelerated Math, Star Math, and My Access software for grades 6-8. Action Type: Technology Inclusion | Marc Bremer/teacher Melissa Redden/Teacher | Start: 07/01/2013 End: 06/30/2014 | | ACTION BUDGET: \$ |
| Integrate technology into the curriculum: Google Drive, Google for Education, iPads, calculators, Smartboards, and "Elmo" projectors into all math classrooms. Action Type: Technology Inclusion | Marc Bremer/teacher Melissa Redden/Teacher Tabby Horton/ Teacher | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> Administrative Staff Computers Outside Consultants Teachers | ACTION BUDGET: \$ |
| This will be our baseline year and we will evaluate the program for effectiveness using the PARCC Assessment and NWEA Chunk Tests. Action Action Type: Program Evaluation | Melissa Redden/teacher Marc Bremer/Teacher Nancy Hendrix/Teacher | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> District Staff Performance Assessments Teachers | ACTION BUDGET: \$ |
| Total Budget: | | | | \$0 |

| Intervention: Improve math instruction through identification and remediation of students with low math skills. | | | | |
|--|--------------------|----------|-----------|-----------------|
| Scientific Based Research: Exemplary Practices for Secondary Math Teachers, "The Responsibility of Assessment" by Alfred S. Posameter, Daniel Jaye and Stephen Krulik 2007 | | | | |
| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| Free in-school tutoring by community | Jody | Start: | | |

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|--|--|--|--|---|
| <p>volunteers will be offered to qualifying students. Teachers will work with the Volunteer Coordinator to be aware of interests and availability of volunteers for the school.</p> <p>Action Type: AIP/IRI</p> | <p>Kidwell/Volunteer Coordinator Melissa Redden/Teacher</p> | <p>07/01/2013 End: 06/30/2014</p> | <ul style="list-style-type: none"> ● Performance Assessments ● Teachers | <p>ACTION BUDGET: \$</p> |
| <p>The Response To Interventions Model will be used to assist in determining appropriate pre-referral strategies and interventions for students.</p> <p>Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Special Education</p> | <p>Stephanie Dixon/ Special Education Teacher Jennifer Lyle/ Counselor</p> | <p>Start: 07/01/2013 End: 06/30/2014</p> | | <p>ACTION BUDGET: \$</p> |
| <p>Math team will determine students eligible for remediation using the NWEA chunk tests and Benchmark Tests</p> <p>Action Type: AIP/IRI Action Type: Collaboration</p> | <p>Marc Bremer/Teacher Melissa Redden/Teacher</p> | <p>Start: 07/01/2013 End: 06/30/2014</p> | <ul style="list-style-type: none"> ● Teachers | <p>ACTION BUDGET: \$</p> |
| <p>Before school tutoring will be available to students from 6:30 am to 7:30 am five days a week. The extra help will be based on NWEA/Star test scores for identifying students' needs. Title I funds will be used to hire a middle school person (Eddie Lamb) to work with students in the before school program. Eddie Lamb is an employee of the district and will be paid the district board approved hourly rate of pay of \$25 per hour to include benefits. The before school tutoring is not part of the district AIP program.</p> <p>Action Type: Equity</p> | <p>Eddie Lamb/Teacher</p> | <p>Start: 07/01/2013 End: 06/30/2014</p> | <ul style="list-style-type: none"> ● District Staff ● Performance Assessments | <p>Title I - Employee \$4500.00 Salaries: Title I - Employee \$1260.00 Benefits:</p> <hr/> <p>ACTION BUDGET: \$5760</p> |
| <p>Evidence-based strategic intervention strategies, such as Accelerated Math, My Access, and math lab will be available to teachers for identified students who are not making satisfactory academic/behavioral progress.</p> <p>Action Type: Collaboration Action Type: Professional Development</p> | <p>Stephanie Malcolm/Teacher Stephanie Dixon/ Teacher</p> | <p>Start: 07/01/2013 End: 06/30/2014</p> | <ul style="list-style-type: none"> ● Administrative Staff ● Performance Assessments | <p>ACTION BUDGET: \$</p> |
| <p>Review teacher made lesson plans and curriculum maps regarding mathematical instruction to align with the Arkansas benchmark criteria.</p> <p>Action Type: Alignment Action Type: Collaboration</p> | <p>Melissa Speers/Curriculum Coordinator Bob Pymn/Principal</p> | <p>Start: 07/01/2013 End: 06/30/2014</p> | <ul style="list-style-type: none"> ● Teachers | <p>ACTION BUDGET: \$</p> |
| <p>Student grades will be reviewed every quarter. Common/local assessments will be administered. Formative assessments from NWEA and STAR math will be reviewed and shared with teachers enabling them to modify instruction per data. Scores on the Benchmark exams, End of Course tests, norm-referenced tests, and performance and growth AMOs will be monitored. Data analysis of the CRT and NRT district scores will be compiled to determine progress of students in Literacy and Math. Afterschool and pull-out remediation strategies are in place and practiced in the Middle and High Schools. The district plan will be periodically evaluated and updated to ensure that it is in compliance with state and federal requirements.</p> | <p>Melissa Speers/ Director of Special Programs</p> | <p>Start: 07/01/2013 End: 06/30/2014</p> | <ul style="list-style-type: none"> ● Central Office ● Computers ● District Staff ● Outside Consultants ● Performance Assessments ● Teachers ● Teaching Aids | <p>Title I - Purchased \$3994.50 Services:</p> <hr/> <p>ACTION BUDGET: \$3994.5</p> |

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| District will support schools and provide needed assistance for test formatting and practice for NRT and CRT. Staff will be trained for use and interpretation of assessments, content classification, etc. Title I funds will support this training through a professional services contract (Renaissance Learning). This training will be conducted in the fall and the professional development credit is over and above the required 60 hours. Action Type: Alignment Action Type: Professional Development Action Type: Program Evaluation | | | | |
| Total Budget: | | | | \$9754.5 |

Priority 3: The Jessieville School District is committed to promoting a school environment that addresses children's health, well-being and their ability to learn by enlisting the support of staff, parents, community and other organizations.

- Supporting Data:
1. Body Mass Index Data SY 2007-08 Elementary: Under Weight- 6.59%, Healthy Weight- 71.98%, At risk for over weight- 12.64%, At risk for over weight or over weight- 21.43%. Middle: Healthy Weight- 64.70%, At risk for over weight- 18.38%, Over weight- 16.91%, At risk for over weight or over weight- 35.29%. High: Healthy Weight-68.85%, At risk for over weight- 11.48%, Over weight- 19.67%, At risk for over weight or over weight- 31.15%. Body Mass Index Data SY 2006-07 Elementary: Under weight- 3.26%, Healthy weight- 68.21%, At risk for over weight-13.86%, Over weight- 14.675, At risk for over weight or over weight- 28.53%. High: Under weight- 5.61%, Healthy Weight- 57.94%, At risk for over weight- 22.43%, Over weight- 14.02%, At risk for over weight or over weight- 36.45% Body Mass Index Data SY 2005-06: of the 800 student population, 553 students were assessed. Of the students assessed, the following represents the percent of students at risk of overweight and overweight: District: Males-37.9%, Females-32.7%; Elementary: Males-35.7%, Females-31.75%; Middle School: Males-40.9%, Females-40.7%; High School: Males-44.0%, Females-29.1%
 2. 1. School Health Index-2005-2006 Module 1-School Health and Safety Policies and Environment-73% Module 2-Health Education-69% Module 3-Physical Education and Other Physical Activity Programs-NA Module 4-Nutrition Services-51% Module 5-Health Services-67% Module 6-Counseling, Psychological, and Social Services-100% Module 7- Health Promotion for Staff-75% Module 8- Family and Community Involvement-89%
 3. Free and Reduced Price Meal Elig. SY 2007-08 District- 49% paid, 9% reduced, 42% free; Elementary- 46% paid, 13% reduced, 41% free; Middle- 50% paid, 8% reduced, 42% free; High- 54% paid, 5% reduced, 41% free; Preschool- 55% paid, 20% reduced, 25% free Free and Reduced Price Meal Elig. SY 2006-07 District- 51% paid, 9% reduced, 40% free; Elementary- 47% paid, 9% reduced, 44% free; High- 52% paid, 9% reduced, 39% free Free and Reduced Price Meal Elig. SY 2005-06: District - 51%% paid, 8% reduced; 41% free; Elementary - 51% paid, 8% reduced; 41% free; High - 51% paid, 8% reduced, 41% free
 4. 1. Kids Count State-Level Data Data Indicator-Teens who are high school dropouts. 2002-10%, 2003-6%, 2004-8% Average-7.6% Data Indicator-Children in poverty. 2002-22%, 2003-24%, 2004-26% Average-24% Data Indicator-Children in single-parent families. 2002-30%, 2003-33%, 2004-38% Average-33.6%

Goal The Jessieville School District is committed to promoting a school environment that addresses children's health, well-being and their ability to learn by enlisting the support of staff, parents, community and other organizations.

Benchmark 17.3%. Middle School males healthy or underweight 69.8%. Middle School males overweight 15.9%. Middle School males obese 14.3%. Middle School females healthy or underweight 64.7%. Middle School females overweight 15.7%. Middle school females obese 19.6%.

Intervention: The district will provide support for students in making healthy lifestyle choices by implementing programs to aid in decreasing the average BMI.

Scientific Based Research: Scientific Based research: Griefner, Laura. Childhood obesity. Education Week, Aug. 1, 2007. Vol. 26 Issue 44. P. 12-12. Baggish, Rosemary; Tracy, Peter; and Van Hoof, Thomas. Excellence Through Wellness. Independent School. Fall 2005. Vol. 65 Issue 1, p. 78-83. Ellerbee, William J; Bramson-Paul, Phyllis; and Marcellino, Sara. Healthy Children Ready to Learn. Leadership. Jan.-Feb., 2006. Vol 35n. 3 p. 26-30

| Actions | Person Responsible | Timeline | Resources | Source of Funds |
|--|-------------------------|---------------------------|-----------|-----------------|
| Survey the students in order to make sure that they are receiving choices that are of their liking. Action Type: Wellness | Melinda Losey/Nutrition | Start: 07/01/2013 End: | | ACTION \$ |

| | | | | |
|---|-------------------------|--|--|-------------------|
| | | 06/30/2014 | | BUDGET: |
| Provide healthy breakfast in the classroom in order to lower visits to the nurse, improve attention span and improve test scores Action Type: Wellness | Cardella Spruell/Nurse | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Outside Consultants • Teachers | ACTION BUDGET: \$ |
| Provide meals that follow regulations of Arkansas Child Nutrition Unit. Action Type: Alignment Action Type: Professional Development Action Type: Wellness | Melinda Losey/Nutrition | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> • Administrative Staff | ACTION BUDGET: \$ |
| Total Budget: | | | | \$0 |

| | | | | |
|---|--|--|-----------|-------------------|
| Intervention: Summer Feeding Program | | | | |
| Scientific Based Research: Scientific Based research: Griefner, Laura. Childhood obesity. Education Week, Aug. 1, 2007. Vol. 26 Issue 44. P. 12-12. Baggish, Rosemary; Tracy, Peter; and Van Hoof, Thomas. Excellence Through Wellness. Independent School. Fall 2005. Vol. 65 Issue 1, p. 78-83. Ellerbee, William J; Bramson-Paul, Phyllis; and Marcellino, Sara. Healthy Children Ready to Learn. Leadership. Jan.-Feb., 2006. Vol 35n. 3 p. 26-30 | | | | |
| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| Provide resources and professional development to district and school staff to improve the overall school nutrition environment Action Type: Wellness | Melinda Losey/Nutrition Cardella Spruell/Nurse | Start: 07/01/2013 End: 06/30/2014 | | ACTION BUDGET: \$ |
| Schedule Wellness committee meetings to discuss and review menus, regulations and procedures. Action Type: Wellness | Cardella Spruell/Nurse | Start: 07/01/2013 End: 06/30/2014 | | ACTION BUDGET: \$ |
| Will promote the health and physical activity curriculum and student health. Action Type: Wellness | Ryan O'Neal/Teacher Eddie Lamb/Teacher Matt Carter/Teacher | Start: 07/01/2013 End: 06/30/2014 | | ACTION BUDGET: \$ |
| Provide balanced lunch following regulations of Arkansas Child Nutrition Unit between the ages of 0-18 years Action Type: Wellness | Melinda Losey/Cafeteria Manager | Start: 07/01/2013 End: 06/30/2014 | | ACTION BUDGET: \$ |
| Advertise to the community through newspaper, flyers and principal page. Serve for at least 30 days over the summer to insure hot lunches to as many students as possible Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Wellness | Bob Pymn/Principal Jennifer Lyle/Counselor | Start: 07/01/2013 End: 06/30/2014 | | ACTION BUDGET: \$ |
| Total Budget: | | | | \$0 |

Priority 4: To provide parental involvement support to parents and teachers.

Supporting Data: 1. PARENTAL INVOLVEMENT RATES: 2012/2013 Open House: 60% Fall Parent-Teacher Conference: 41%
Spring Parent-Teacher Conference: 29% 2011/2012 Open House: 54% Fall Parent-Teacher Conference: 50% Spring Parent-Teacher Conference: 30% 2010/2011 Open House: 59% Fall Parent-Teacher Conference: (no data) Spring Parent-Teacher Conference: 43%

Goal Increase Parental Involvement

Benchmark Parental Involvement Formative Assessment: School staff, administrators, and parents developed a parent survey to be used as a formative assessment for the parental involvement plan. The survey results are analyzed each year and needed changes for the parental involvement plan will be made.

Intervention: Increase communication between teachers and parents using technology.

Scientific Based Research:

| Actions | Person Responsible | Timeline | Resources | Source of Funds |
|--|--|--------------------------------------|-----------|-------------------|
| All teachers will receive training in the use of the HAC attendance and grade reporting software program. Action Type: Professional Development Action Type: Technology Inclusion | Stephanie Dixon/Parental Involvement Coordinator | Start: 07/01/2013 End: 06/30/2014 | | ACTION BUDGET: \$ |
| Middle School Teachers will use HAC/TAC to communicate grades, absences, and discipline with parents. ACTION TYPE: Parental Engagement ACTION TYPE: Technology Inclusion | Bob Pymn/Principal Cara Bliss/Teacher | Start: 07/01/2013 End: 06/30/2014 | | ACTION BUDGET: \$ |
| Parents will be involved in the educational process through activities such as: a) electing school board members; b) PTO; c) Volunteer Survey; d) HAC ACTION TYPE: parental engagement | Bob Pymn/ Principal Stephanie Dixon/ Parental Involvement Coordinator | Start: 07/01/2013 End: 06/29/2014 | | ACTION BUDGET: \$ |
| Total Budget: | | | | \$0 |

Intervention: Increase opportunities for parents and teachers to work cooperatively on policies and school issues.

Scientific Based Research:

| Actions | Person Responsible | Timeline | Resources | Source of Funds |
|---|--|--------------------------------------|-----------|-------------------|
| Parent Teacher Conferences: To encourage communication with parents, the school will schedule a minimum of two parent teacher conferences per school year. ACTION TYPE: parental engagement | Bob Pymn/principal | Start: 07/01/2013 End: 06/30/2014 | | ACTION BUDGET: \$ |
| School-Parent Compact: the school will develop and distribute a school-parent compact as a component of its written parental involvement policy. The school-parent compact is a written agreement between the school and the parents of children served in the title I targeted assistance program that identifies the activities that the parents, the entire school, and the students will undertake to share the responsibility for improved achievement to help children meet the state's high academic standards. ACTION TYPE: parental engagement | Stephanie Dixon/ Parental Involvement Coordinator | Start: 07/01/2013 End: 06/30/2014 | | ACTION BUDGET: \$ |
| Resolution of Concerns: The school's handbook will include the process for resolving parental concerns including how to define a problem, whom to approach first, and how to develop solutions. Action Type: Parental Engagement | Stephanie Dixon/ Parental Involvement Coordinator Bob Pymn/ Principal | Start: 07/01/2013 End: 06/30/2014 | | ACTION BUDGET: \$ |
| Parental Involvement Policy: Conduct Parental Involvement Plan annual evaluation. The plan will be posted to the website. Action Type: Parental Engagement | Stephanie Dixon/ Parental Involvement Coordinator | Start: 07/01/2013 End: 06/30/2014 | | ACTION BUDGET: \$ |
| Parent Involvement Meetings: The school will schedule parent involvement meetings at which parents are given a report on the state of the school and an overview of: a) What students will be learning; b) How students will be assessed; c) How a parent can assist and make a difference in his or her child's education. Action Type: Parental Engagement | Stephanie Dixon/Parental Involvement Coordinator Bob Pymn/ Principal | Start: 07/01/2013 End: 06/30/2014 | | ACTION BUDGET: \$ |
| Parent Teacher Organizations: The school will facilitate the formation of a parent teacher organization that will foster parental and community involvement within the school. Action Type: Parental Engagement | Stephanie Dixon/ Parental Involvement Coordinator Bob Pymn/ Principal | Start: 07/01/2013 End: 06/30/2014 | | ACTION BUDGET: \$ |
| Total Budget: | | | | \$0 |

- Planning Team

| Classification | Name | Position | Committee |
|----------------------------------|------------------|-------------------------|--|
| Classroom Teacher | Amber Essner | | Literacy |
| Classroom Teacher | Bonnie Utter | | Literacy |
| Classroom Teacher | Cara Bliss | | Technology |
| Classroom Teacher | Don Phillips | Coach | Wellness |
| Classroom Teacher | Eddie Lamb | Coach | Wellness |
| Classroom Teacher | Gaye Johnson | Teacher | Literacy |
| Classroom Teacher | Jamie Savall | Coach | Wellness |
| Classroom Teacher | Jordan Graves | | Literacy |
| Classroom Teacher | Lydia deSambourg | Choir | Literacy |
| Classroom Teacher | Marc Bremer | teacher | Technology, Parental Involvement |
| Classroom Teacher | Matt Carter | Coach | Wellness |
| Classroom Teacher | Melissa Redden | | Math |
| Classroom Teacher | Michael Carey | History | Literacy |
| Classroom Teacher | Nancy Hendrix | Science | Math |
| Classroom Teacher | Nick Shurtleff | | Math |
| Classroom Teacher | Ron McGuire | teacher | Math |
| Classroom Teacher | Ryan O'Neal | Teacher | Literacy |
| Classroom Teacher | Stephanie Dixon | SE Teacher | Math |
| Classroom Teacher | Stephanie Malcom | GT | Literacy |
| Classroom Teacher | Tabby Horton | | Math |
| District-Level Professional | Jennifer Lyle | | Counselor |
| District-Level Professional | Jody Kidwell | | Remediation |
| District-Level Professional | Lisa Clanton | | Special Ed |
| District-Level Professional | Melinda Losey | | Wellness |
| District-Level Professional | Melissa Speers | District Administration | Admin, Federal Programs |
| Non-Classroom Professional Staff | Beth Stone | Librarian | Technology, Parental Involvement, Literacy |
| Non-Classroom Professional Staff | Cardella Spruell | Nurse | Wellness |
| Non-Classroom Professional Staff | Cindy Bean | Tutor | Federal Programs |
| Principal | Bob Pymn | | Admin |